

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 7 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 11608

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7	280	269	549
1			0	8	280	299	579
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							1128

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
4 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	26
(4)	Total number of students in the school as of October 1.	1128
(5)	Total transferred students in row (3) divided by total students in row (4).	0.023
(6)	Amount in row (5) multiplied by 100.	2.305

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 13

Number of languages represented: 7

Specify languages:

Albanian, Arabian, Chinese, Gujarati, Latvian, Nepali, Spanish

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 85

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 101

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>27</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>36</u> Specific Learning Disability
<u>7</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>1</u>
Classroom teachers	<u>78</u>	<u>6</u>
Special resource teachers/specialists	<u>9</u>	<u>4</u>
Paraprofessionals	<u>10</u>	<u>10</u>
Support staff	<u>19</u>	<u>4</u>
Total number	<u>119</u>	<u>25</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 15 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	98%	97%	97%
Daily teacher attendance	95%	95%	95%	97%	97%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate is less than 1% for each year.

We do not have student dropouts in middle school.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Smith Middle School is a large suburban school comprised of over 1100 seventh and eighth grade students. The strong team concept at Smith offers support to our adolescent students, creating small team bases within the larger school setting. The school motto, "Excellence in Education," underpins the mission which is to teach students respect for themselves, their community and their neighbors of the world through an understanding and acceptance of diverse cultures and backgrounds. The mission instills a sense of personal responsibility for behavior, an active role in learning and a challenge for each child to reach his or her potential while promoting a love of learning and intellectual curiosity. The mission recognizes the need to create a physically and emotionally safe environment for all members of our community to be successful. Education is a shared responsibility of our entire staff at Smith Middle School.

While Smith Middle School is only ten years old, traditions are important here. We sponsor three open house sessions to ease the transition for students and families to Smith. Each fall we hold our New Student and Staff Breakfast, welcoming new families, students and staff to Smith. Veterans Day involves all school members, students and relatives who are veterans and the community. The generation gap is bridged as students spend the day alongside veterans, honoring their service and learning from them. Each year in partnership with the Anti Defamation League, we present a day long anti-bullying program for students that culminates in small group breakout sessions. Our student leadership program has been recognized by the Connecticut Association of Schools and the student leaders are instrumental in assisting with school activities throughout the year. Students are introduced to a ROPES program to build a sense of community and self esteem within their teams. Grade 7 students are part of the Connecticut Science Fair. Our yearly Awards Ceremony and a Grade 8 Reception, Art Show and Electives and Science Exhibition are annual events. A spring drama production and choral and arts festivals are held each year. International Night, sponsored by the foreign language department, is held bi-annually to celebrate the cultures, languages and customs of our district's diverse population. Annual trips to Quebec, Washington D.C., New York and Boston encourage students to expand their understanding of cultures, government and history. We offer nearly 40 after-school clubs each year for our students. Our strongest accomplishment and tradition is that of SERVICE. Each year students and staff become involved in a variety of service projects, creating new learning and growth for all and supporting causes and people near and far. Books are delivered to a neighboring inner city school, toiletries and Valentines are sent to veterans in Iraq, money is raised for the American Heart Association and cancer research. These are just a sampling of nearly 20 different service projects Smith is involved in this year alone.

Smith Middle School is unique and successful for many reasons. Its strength surely begins with community and parental involvement that values and supports education and works in tandem with our school to set standards and serve as role models for our children. Through Glastonbury Education Foundation and PTSO support, Smith was able to bring artist Robert Shetterly to our school. Prior to his visit, his portraits from his book, *Americans Who Tell the Truth*, were displayed in our library. The entire district viewed the portraits and our students served as docents, sharing information about each famous American. We invited the community to an evening of discussion with Mr. Shetterly and he spent time with students in classrooms. All curricular areas in Glastonbury schools developed lesson plans that questioned the meaning of truth from various perspectives. The experience proved to be life changing for many.

Smith is proud of the outstanding teachers and support staff who understand that education requires a whole child approach with the responsibility shared by every adult in our building. Our teachers make education exciting, continually striving to master new methods and ideas for the classroom. Teachers are not afraid to experiment as failure is not an option, but rather a learning experience. Monthly professional discussions on pertinent educational topics support on-going professional development. A strong and rigorous curriculum, under the leadership of directors and school administration, has been established based on state and national standards and with constant reflection and self evaluation. Inclusive classrooms with the rigor of

differentiated learning and teaching, establish an atmosphere where all students sit side by side, learning from teachers as well as from each other. A shared leadership style of team leaders and an administrative council creates a cooperative decision making process and builds future educational leaders. Youth oriented community resources are part of this leadership group. The nationally recognized foreign language program, beginning in elementary school, has grown to offer Spanish, French, Russian and Mandarin Chinese to our middle schoolers. Russian has been taught in our schools for over 50 years! Elective courses in art, music, technology education, family and consumer science allow students to have a voice in choosing courses for the very first time and to explore and develop new interests and passions. Physical education classes offer choices and health classes are part of our successful middle school program. Our cutting-edge technology and teacher training underscore all areas of curricula and place Smith in the forefront of technology in education.

Smith Middle School is a sum of all its parts: engaged students, creative staff, approachable administrators, strong directors and curricula, supportive central office, involved community and parents, advanced technology and unique traditions, all working together to support the vision of Smith Middle School and make it worthy of Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Smith Middle School consistently achieves 92% or higher at or above proficiency each year. At our rate of success, we continue to be proud of small gains which are significant. Over the five year period, trend data shows that seventh grade reading scores improved from 92% in 2005-2006 to 96% in 2008-2009. Eighth grade reading scores increased from 92% in 2004-2005 to 97% in 2008-2009. Math scores for grade 7 students were 93% proficient or above in 2005-2006 and 96% in the same categories for 2008-2009. Eighth grade math scores improved from 93% in 2004-2005 to 98% in 2008-2009.

Disparities existed within our sub groups. Special education students showed gains over a five year period. In seventh grade, reading scores increased from 56% in 2005-2006 to 77% in 2008-2009 and eighth grade reading improved from 62% in 2004-2005 to 80% in 2008-2009. In math, special education students in grade 7 progressed from 59% in 2005-2006 to 67% in 2008-2009 and special education math students in grade 8 scored 60% in 2004-2005 and 76% in 2008-2009. Asian American students were consistently high performers. Their scores ranged from 95-100% in reading and math for both 7th and 8th grade students. Our Hispanic subgroup has been below the 20 student State of Connecticut threshold for reporting results. However, improvement was shown in 7th grade reading in 2006-2007 when 80% scored proficient and above and in 2007-2008, 96% scored proficient and above. In math, the Hispanic subgroup scored 95% in 2006-2007 in this range and improved to 96% in 2007-2008. Our current 8th grade class meets the threshold limit of Hispanic students to report math results. As 7th graders, they scored 91% in 2008-2009 and we are still waiting for 8th grade assessments to be given. In the subgroup of Black students, the Connecticut threshold number of 20 students was exceeded for reporting for 8th grade only in 2007-2008. Reading scores of proficient or higher were 67% and math was 71%. The sub group of free and reduced lunch students has fluctuated above and below the 20 student threshold for reporting student data. In 2008-2009, students in this sub group achieved at high levels, scoring 86% for grade 7 reading, 71% grade 8 reading, 84% grade 7 math and 95% grade 8 math. As a school, we are working diligently to close the achievement gap. We offer Saturday academies in both math and language arts prior to CMTs. We have been successful in writing internship programs that bring us master level education students from the University of Connecticut who select Smith students based on prior scores and work with them individually or in small group settings to improve their scores. We work closely with our Open Choice liaison and our regional education councils to help address closing the gap. Our teachers use programs within the curriculum to assist with test taking skills. The math and language arts curricula are rich with practice assessments and skill review based on Connecticut standards and strand. We offer individualized and small group reading to aid in comprehension.

The State performance levels are broken into five stages with stages 2 through 5 including students with "adequate knowledge of some of the assessed content areas (stage 2) to adequate knowledge of most and extensive knowledge of some of the assessed content areas (stage 3) to extensive knowledge of most of the assessed content areas (stage 4) and finally, extensive knowledge of all content areas (stage 5)." Stage 3 is referred to as "proficient" by the State of Connecticut. A score of 1 is considered below basic; a score of 2 is basic; a score of 3 is proficient; a score of 4 meets goal; and a score of 5 is considered advanced.

The website where information on the state assessment system may be found is: www.ctreports.com.

2. **Using Assessment Results:**

Smith Middle School uses assessment data to plan programs and improve teaching and learning. General education teachers and teams regularly use assessment data to inform instruction. Data is scrutinized and all teachers focus on areas where students have not yet reached proficiency. Supportive reading as well as individualized reading programs are developed for students based in part on the data from these reports. Each

year interns from the University of Connecticut work with students whose scores indicate that advances can be gained with some additional support in language arts and math areas. Special educators focus on specific areas of study for individual students based on testing information. Saturday Academies are offered to students in need of remediation and individual teachers also provide after-school support for their students. Some high school course selections may be based on individual student scores.

3. Communicating Assessment Results:

Smith Middle School shares scores by mailing home individual student reports to parents and guardians. Along with the report, an interpretive guide is included, explaining individual scores in relation to town, state and national standards. The Board of Education includes yearly reports which are available to the public. Each year Smith Middle School's strategic school profile also includes scores and is available to the public on the district website. Local newspapers carry testing information and scores in general are shared at parent orientation meetings held at Smith Middle School. Guidance counselors and school administration offer opportunities for parents to contact them if there are any questions regarding scores. The school administration shares state scores with the Smith Parent Advisory Council each year.

4. Sharing Success:

Smith Middle School would share statewide what we have learned through this award process. We would communicate our success with our area principals' group that includes urban and suburban schools, as well as the statewide Guidance Counselor Round Table, reporting strategies that helped us to succeed and encouraging their involvement in the Blue Ribbon Award process. We would disclose our news through Smith's active administrative involvement in our state organizations: the Connecticut Association for Supervision and Curriculum Development and the Connecticut Association of Schools. As a member of the New England League of Middle Schools, we often share successes with our counterparts within New England as we learn from one another. Sharing our award with our state Regional Education Service Centers would be a positive way to continue collaborative efforts. We would be willing to attend and communicate information about the Blue Ribbon status with local organizations and state groups as requested. We would encourage news releases, both local and statewide, to share our good news. Certainly, we would celebrate our news within the school, district and community as all contributed to this award. Celebratory events would take place to include staff and students, administration, parents and community members, and state educational dignitaries.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Smith Middle School offers a rigorous and challenging curriculum for all learners. Core academic subjects required for students include math, history, science, language arts and foreign language. Each subject meets for one full period every day. Physical Education and Health, also required, meet ten times within a four week period. Elective courses including art, music, technology education and family and consumer science are selected by students as semester long courses. Chorus, band and orchestra meet every other day for the entire year. Support services such as special education resource rooms, English Language Learners instruction and reading instruction are scheduled individually, depending on student needs. Classroom instruction is delivered in large group, small group and one-on-one settings. Teachers facilitate groups, encourage interactive lessons and use cutting edge technology routinely in their lessons. Differentiation of instruction makes it possible to successfully include all students in the learning process. Professional development and professional discussions within the school support teacher and curricular needs. The foreign language department has a computer laboratory devoted just to languages which include Spanish, French, Russian and Mandarin Chinese. Our nationally acclaimed foreign language program begins in elementary school with Spanish for all students and then offers French to grades 6 and above, Russian to grades 7 and above and now offers Mandarin Chinese at Smith Middle School. Advanced students take high school level courses in foreign language. Glastonbury and Smith were proud to be acknowledged as part of the only school system in the nation offering Russian for 50 years. Visitors to our school include students and teachers from Russia, Venezuela, France, Spain and China. Statewide schools frequently request information about our foreign language department and observe our outstanding classroom teachers. Foreign language students participate in the COLT poetry contest and are consistently recognized for excellence. Math students score well on standardized tests and advanced students can take high school courses. Some of our students successfully compete in a statewide math competition as part of Mathcounts and our eighth graders participate in the National Assessment of Educational Progress, winning honors each year. Strong math students study Algebra in grade 8 and a transitions class is available for those needing more support to begin the move into Algebra. Science curriculum has been revamped to include earth science in grade 7 and physics in grade 8. Smith students were selected to pilot the first draft of the Connecticut State Mastery Test in science. Each year a select group of students prepares for the statewide Science Quiz Bowl held at the University of Connecticut; within the past five years, one group earned the honor of representing the State of Connecticut in the national competition in Colorado. History students learn about world cultures in grade 7 and in grade 8 study United States History through the Reconstruction Period. Students have successfully competed in historical essay contests. Language arts instruction includes a thematic approach to literature and a focus on writing and literacy. Reading support is offered to all students whose scores indicate a need for small group instruction. Reading specialists also support students and classroom teachers in academic classes. Special Education is an inclusive model and offers small group intervention to support mainstream curriculum. Special educators follow a flexible model, allowing time in the classroom supporting students and teachers. They also meet daily with their team to discuss needs of students and strategize how best to meet those needs. Our strong elective program allows students to choose courses for the first time in their educational careers. Courses are semester long and computer laboratories are an important part of music, art and technology education. Students create their own musical compositions through technology, develop animation in art and create graphics and design websites in technology education. There are two computer laboratories for general usage, laptops available for use in classrooms and all have access to multi-media carts. The iRespond program is used in classes, affording teachers the ability to collect immediate data feedback. Directors working with school administrators oversee the curricular areas of instruction. Atlas Rubicon, a curricular mapping program, has been instituted for all subjects. Directors and administration continue to work on common assessments, grading policies, homework policies and formative and standard evaluations and Response to Intervention. Connecticut and national standards are at the forefront of curriculum development. Students from Smith Middle School continue to score above both state and national averages.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

The language arts department at Smith Middle School is focusing on a curriculum renewal under the leadership of the language arts director and building administration. The structure is based on a thematic conceptual approach to the curriculum and selected book titles. This approach allows incorporating more non fiction reading into the curriculum and offering contemporary young adult literature options to students. The thematic units in grade 7 are social change, survival, culture and historical perspectives, character development, and stereotyping and prejudice.

Grade 8 thematic units also include social change and survival as well as foundations from historical themes in literature, power and government, and coming of age. Each thematic unit complements at least one of the mission statements of Smith Middle School. The contemporary choices also place reading and writing in a meaningful context for middle school learners. Woven throughout all literature units are vertical strands for writing instruction and reading comprehension as well as direct instruction in grammar, vocabulary and preparation and strategies for the Connecticut Mastery Tests. Supportive reading is offered to students assessed at two years or below grade level. Instruction is given in two ways: small group instruction with reading specialists and whole class support where the specialist models, plans and teaches with the classroom teacher. The focus for these students is reading comprehension, vocabulary and response to literature. In both scenarios, pre and post assessments are given to monitor student progress. A more highly structured individualized program is offered to a small number of students who are several years behind grade level in reading. The focus is decoding skills and several programs are used to meet the individual needs of the student. Our students with intellectual disabilities are instructed through a functional reading program and use of picture boards for the non-verbal students.

3. Additional Curriculum Area:

The history and social sciences teachers at Smith Middle School are working as a teaching and learning collaborative team to research, develop, use, analyze and assess curriculum in both the seventh grade World History classes and eighth grade United States History classes. These courses of study support the school's mission in teaching students to have respect for all people in their community, country and world. The first step in the curriculum renewal process was to align the skills and knowledge of each unit of learning. In turn, the entire two year scope and sequence was aligned including district and school goals of challenging students to reach their potential in the basic learning skills. The renewed curriculum is standards based, meaningful and challenging. Our skill maps for historical thinking as well as content literacy skills are designed to spiral skills from grade to grade, to keep track of student skill applications in our history classrooms and to facilitate the integration of these skills with historical content knowledge.

Eight of the ten teachers have been professionally trained in using the Teachers Curriculum Institute (TCI) theory based strategies of active instruction for all learners. This training is supported at the monthly department meetings where strategies that incorporate six types of multiple intelligences are modeled and reviewed for the units of instruction. At the monthly department meetings and at professional development workshops, there is an ongoing approach to learning, trying out, reflecting and sharing literacy strategies.

A formal process and form designed by the department that guides the analysis of each unit of learning is completed first by the teacher and then reviewed by the team. For example, through the lens of differentiation, the instructional component of each learning unit is carefully reviewed and revised by the team to be sure that teaching and learning strategies both support and challenge our learners. These learning activities are vetted by teachers who reflect on student learning and then assess with their colleagues if the activity should be included in the unit. The interactive instruction promotes the school mission of a student love of learning and intellectual curiosity.

4. Instructional Methods:

Smith Middle School teachers differentiate instruction and include all learners in their classrooms. Differentiation takes place in many ways: rewording of instructions, approaching lessons through multiple intelligences and creating a variety of assessments into daily teaching at Smith. Teachers use multiple intelligence surveys to determine student learning styles; pre and post assessments are used to inform instruction and monitor student achievement. Inquiry based lessons provide hands-on learning in science and math classes. Primary sources and strategies of active instruction based on the Teachers Curriculum Institute (TCI) enable social science teachers to differentiate instruction and create interactive learning experiences. Language arts classes allow students to choose thematic literature appropriate for their reading levels. Variety is the key to differentiation in foreign language where oral participation and projects are major components of student evaluation. Teachers learn to differentiate through their close collaboration with peers, special educators and through on-going professional development. Specialists in reading and speech and language share their skills in the classroom settings and model a variety of differentiated approaches to teaching for their colleagues. They also offer small group support for those students who may need more intense differentiation in their program.

Special educators are team members and have a schedule that allows them to meet every day with the academic core teachers. At these meetings, teachers discuss student issues, suggest methods of differentiating instruction and share successful strategies. Resource time is built into student schedules and in these small group settings and with a special educator, the students are supported through re-teaching of a classroom lesson, test taking skills and streamlining for organization and executive functioning. Flexible scheduling also gives special educators the opportunity to work in the included classroom, assisting the lesson differentiation that may be needed. English Language Learners follow the same model. Depending on the needs of the student, the specialist provides small group instruction or classroom compacting. Language instruction is offered to some, but all attend regular language arts classes during the day. The tutorial time is for those most in need to support language acquisition and only until the student has reached a degree of proficiency with English. Specialists are part of the team approach, working both in small groups and large classroom settings. Students in all sub groups enjoy choices of assignments, readings that are culturally appropriate and various methods of assessments. Technology is embedded in all areas to support differentiation. All teachers carry the responsibility for differentiated instruction for our Smith students.

5. Professional Development:

Professional development is on-going and all inclusive for staff at Smith Middle School. The district curriculum committee establishes goals which align with school and teacher objectives. The district offers professional development to support these goals and to improve student learning in alignment with content standards. For example, when teachers aligned curriculum content with state and national standards and entered it in Atlas Rubicon, professional development focused on learning the intricacies of the mapping program. This supported student learning as the skills and knowledge of each subject were written with scope and sequence, reflecting district and school goals. Essential questions and enduring understandings support student learning and achievement with a clearer articulation of lessons. This professional development creates a standards based, meaningful, challenging course of study for students. Teachers also have input into requesting topics for workshops. Outside speakers present workshops but more often, master teachers are asked to share their expertise with their colleagues. For example, our technology master teachers instruct staff on all new technology programs and students benefit from this shared knowledge. Professional discussions at Smith take place three times each month within the school day. This offers teachers an opportunity to read, discuss and share information. Topics include: successful classroom tools, a speaker to discuss communication with parents, data reading and RTI. We offer professional development all year long. Staff is encouraged to attend workshops of interest that align with our curriculum and goals. Administration encourages attendance, informs staff of workshops and asks them to share their knowledge.

6. School Leadership:

The leadership model at Smith Middle School is a team model with shared responsibilities and a common vision. The principal and two assistant principals meet daily to discuss student issues and weekly to review goals, building staff concerns and professional development. These are shared with team leaders and elective representatives at weekly meetings. Team leaders play a vital role at Smith and are trained in the skills of leadership. Team leaders liaise between administrators and staff and we encourage them to discuss issues within their teams and share solutions at weekly meetings. Administrative Council includes administrators, guidance counselors, psychologists, school nurse, special education specialists, school resource police officer and the town's youth services representatives. Meeting weekly, topics include student concerns, school and staff issues. All points of view come together to try to solve problems and improve Smith climate and education for our students. For example, this council implements groups for students that deal with anger management, school anxiety, bereavement, children of divorce and social skills. School leaders develop programs to enhance student success. Mentor assistance and advisor-advisee programs connect students in a positive way with an adult, helping to build self esteem and character. Collaborative groups review policies such as homework and grading to ensure that the policies support student achievement. Recognizing the importance of a positive behavioral schoolwide system, Smith leadership encourages student and staff recognition programs, peer mediation, social events and team building activities. To maximize student achievement, leadership relies on and works in collaboration with resources such as: internships with local universities, community social service agencies, and our school resource officer. Collaborative enrichment programs take place with our city and suburban neighbors. In addition to these programs, school administrators are actively involved and encourage staff members to be part of district and state initiatives that foster and improve student achievement.

The principal ensures that policies, programs and resources are all student centered with our mission and goals at the forefront.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Connecticut Mastery Test

Edition/Publication Year: 2005-2009

Publisher: State of Connecticut

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Advanced and Goal	96	97	94	93	
Advanced	50	55	49	50	
Number of students tested	549	548	496	536	
Percent of total students tested	96	99	99	99	
Number of students alternatively assessed	15	0	0	0	
Percent of students alternatively assessed	3	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Advanced and Goal	84	82	86	75	
Advanced	9	13	19	25	
Number of students tested	32	16	21	12	
2. African American Students					
Advanced and Goal	89	82	82	67	
Advanced	26	9	0	25	
Number of students tested	19	11	11	12	
3. Hispanic or Latino Students					
Advanced and Goal	91	95	95	82	
Advanced	29	32	50	9	
Number of students tested	21	19	20	11	
4. Special Education Students					
Advanced and Goal	67	75	61	59	
Advanced	10	5	10	8	
Number of students tested	39	56	62	64	
5. Limited English Proficient Students					
Advanced and Goal					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Advanced and Goal	100	100	86	100	
Advanced	74	72	68	56	
Number of students tested	50	39	28	39	

Notes:

2004-05 School Year was the final year of the Connecticut Mastery Test 3rd Generation Assessment. This assessment was only given to grades 4, 6, & 8.

2008-09 marked the first year that the State of Connecticut offered a Modified Assessment for eligible students in Special Education.

The State of Connecticut does not report results for subgroups with fewer than 20 students. As a result, blank fields are due to information being unavailable.

Number 6 - The 'Largest Other Subgroup Not Listed Above' is for our Asian American population.

Subject: Reading
Edition/Publication Year: 2005-2009

Grade: 7 Test: Connecticut Mastery Test
Publisher: State of Connecticut

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
Proficient or Goal	96	96	93	92	
Above Goal	50	51	39	40	
Number of students tested	540	549	495	535	
Percent of total students tested	94	100	99	99	
Number of students alternatively assessed	24	0	0	0	
Percent of students alternatively assessed	4	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Advanced and Goal	86	81	67	92	
Advanced	17	6	14	25	
Number of students tested	29	16	21	12	
2. African American Students					
Proficient or Goal	89	73	73	58	
Above Goal	37	9	18	17	
Number of students tested	19	11	11	12	
3. Hispanic or Latino Students					
Proficient or Goal	84	83	80	80	
Above Goal	26	22	25	0	
Number of students tested	19	18	20	10	
4. Special Education Students					
Proficient or Goal	77	75	61	56	
Above Goal	3	14	10	5	
Number of students tested	30	57	62	64	
5. Limited English Proficient Students					
Proficient or Goal					
Above Goal					
Number of students tested					
6. Largest Other Subgroup					
Proficient or Goal	96	100	89	95	
Above Goal	54	64	46	50	
Number of students tested	50	39	28	38	

Notes:

2004-05 School Year was the final year of the Connecticut Mastery Test 3rd Generation Assessment. This assessment was only given to grades 4, 6, & 8.

2008-09 marked the first year that the State of Connecticut offered a Modified Assessment for eligible students in Special Education.

The State of Connecticut does not report results for subgroups with fewer than 20 students. As a result, blank fields are due to information being unavailable.

Number 6 - The 'Largest Other Subgroup Not Listed Above' is for our Asian American population.

Subject: Mathematics

Grade: 8

Test: Connecticut Mastery Test

Edition/Publication Year: 2004-2009

Publisher: State of Connecticut

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Advanced and Goal	98	95	95	97	93
Advanced	64	58	56	55	40
Number of students tested	545	506	546	498	531
Percent of total students tested	98	98	99	100	99
Number of students alternatively assessed	8	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Advanced and Goal	95	72	100	67	70
Advanced	14	7	32	6	15
Number of students tested	21	29	19	18	20
2. African American Students					
Advanced and Goal	92	71	87	64	
Advanced	17	10	27	18	
Number of students tested	12	21	15	11	13
3. Hispanic or Latino Students					
Advanced and Goal	94	96	100	85	
Advanced	50	29	17	15	
Number of students tested	18	24	12	13	18
4. Special Education Students					
Advanced and Goal	76	62	60	77	60
Advanced	7	10	9	2	7
Number of students tested	41	61	68	56	67
5. Limited English Proficient Students					
Advanced and Goal					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Advanced and Goal	98	94	100	100	95
Advanced	81	68	80	79	40
Number of students tested	42	31	40	24	24

Notes:

2004-05 School Year was the final year of the Connecticut Mastery Test 3rd Generation Assessment. This assessment was only given to grades 4, 6, & 8.

Connecticut began testing all grades 3 - 8 in 2005-06 with the introduction of the CMT 4th Generation Assessment. Therefore, there is not a direct correlation between the 04-05 assessment and subsequent tests. 4th Generation CMTs has been given to all students since 05-06.

2008-09 marked the first year that the State of Connecticut offered a Modified Assessment for eligible students in Special Education.

The State of Connecticut does not report results for subgroups with fewer than 20 students. As a result, blank fields are due to information being unavailable.

Number 6 - The 'Largest Other Subgroup Not Listed Above' is for our Asian American population.

Subject: Reading

Grade: 8

Test: Connecticut Mastery Test

Edition/Publication Year: 2004-2009

Publisher: State of Connecticut

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Oct
SCHOOL SCORES					
Advanced and Goal	97	93	92	93	92
Advanced	37	30	33	37	34
Number of students tested	542	505	545	497	534
Percent of total students tested	97	98	99	100	99
Number of students alternatively assessed	11	0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Advanced and Goal	71	76	84	78	65
Advanced	10	3	16	0	10
Number of students tested	21	29	19	18	20
2. African American Students					
Advanced and Goal	75	67	67	58	
Advanced	8	5	13	8	
Number of students tested	12	21	15	12	13
3. Hispanic or Latino Students					
Advanced and Goal	94	96	92	69	
Advanced	19	17	17	8	
Number of students tested	16	24	12	13	18
4. Special Education Students					
Advanced and Goal	79	57	55	53	62
Advanced	3	7	1	2	6
Number of students tested	38	61	67	57	68
5. Limited English Proficient Students					
Advanced and Goal					
Advanced					
Number of students tested					
6. Largest Other Subgroup					
Advanced and Goal	98	93	95	96	100
Advanced	57	40	50	54	46
Number of students tested	42	30	40	24	24

Notes:

2004-05 School Year was the final year of the Connecticut Mastery Test 3rd Generation Assessment. This assessment was only given to grades 4, 6, & 8.

Connecticut began testing all grades 3 - 8 in 2005-06 with the introduction of the CMT 4th Generation Assessment. Therefore, there is not a direct correlation between the 04-05 assessment and subsequent tests. 4th Generation CMTs has been given to all students since 05-06.

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